

Influence of Office Application Packages on Entrepreneurial Intentions and Skill Acquisition by Office Technology and Management Students in Public Polytechnics

Estherose Nwayioma Nkeiruka OKITI

*Department of Business and Entrepreneurship Education,
Faculty of Education, Kwara State University, Malete, Nigeria
Corresponding Email: duruhestherose@gmail.com*

Abstract: *This study examined the 'Influence of Office Application Packages on Entrepreneurial Intentions and Skill Acquisition of Office Technology and Management (OTM) Students in Public Polytechnics'. Two research questions guided the study and two hypotheses were tested. The study adopted two theories; the theory of planned behavior and the Theory of Adaptive Control of Thought. The descriptive survey design was used for the study entire population of 170 was students were studied and no sample was drawn due to the manageable number of the population. Data for this study were collected by means of questionnaire. The questionnaire adopted a modified five-point scale. The reliability of the instrument was determined using Cronbach Coefficient Alpha and the result yielded a reliability coefficient of 0.97. The data collected were analyzed using mean and standard deviation for the research questions. The null hypotheses were tested using independent sample t-test at 0.05 level of significance. The findings reveal the office application packages that influence the entrepreneurial intention and skill acquisition include MS-Word, MS-Access, MS-Excel and MS-Publisher. Based on the findings, it was concluded that office application packages and skill acquisition are useful tools in the development of entrepreneurial intention and this has increasingly improved the quality of students' outcome especially in the OTM program.*

Keywords: *Office Application Packages, Entrepreneurial Intention, Skill Acquisition, Office Technology and Management, influence, Student.*

Introduction

Despite Nigeria's massive endowment of natural and human resources, the country's graduate unemployment rate has been steadily rising. However, graduate unemployment is not unique to Nigeria or other developing nations. It is indeed a long-standing worldwide occurrence which has been a common trend in many countries. As noted by Twamasi (2013) graduates of the higher institutions of learning (such as polytechnics) are not able to secure jobs several years after graduation which is why policy makers and stakeholders in developed nations like England, the United States, and Germany have pushed for a reorientation of educational systems toward the acquisition of vocational and technical skills; to improve the ease with which school leavers, particularly graduates of higher institutions, transform into a workforce. Agi & Yellowe (2013) argue that education is crucial to the advancement of any society, in part because the objectives

of wealth creation, poverty reduction, and value reorientation can only be attained and sustained through an effective educational system that instill in individuals the necessary capacities, attitudes, values, and knowledge.

Various models of vocational education programmes have been introduced in many countries to combat unemployment and tackle other socio-economic challenges (Asiyai, 2013). Similar to the global trends, Federal Ministry of Education saw that there is need for vocational and technical education policy which has since been implemented in the educational system of Nigeria through the introduction of the 6-3-3-4 system of education (six years in primary school, three years in junior secondary school, three years in senior secondary school and four years in higher institution); aimed at providing training and impartations of necessary skills geared towards the production of craftsmen, technicians and other entrepreneurial skills on youths, who will and also have knowledge of the increasing dynamism of information and communication technology (ICT). The goal of the vocational and technical education policy was to train youths to be self-reliant and to separate students with academic competencies from abilities of those with technical skills (often found in technical colleges); with the aim that the technically inclined individuals, will create jobs for themselves after school. However, the major challenge of the vocational and technical education policy as affirmed by Asiyai, include inadequacy of infrastructure, unfavorable conditions of service for teachers, inadequate funding for tertiary institutions, lack of adequate support for Student Industrial Work Experience Scheme (SIWES), unstable academic calendar due to strike actions, and inadequate collaboration between tertiary institutions and the organized private sector. This Asiyai claims, has made the policy ineffective. In an attempt to redress the challenges regarding acquisition of vocational skills and aptitudes presented by 6-3-3-4 system of education, the National Policy on Education was again revised in 1998 with the introduction of the Universal Basic Education Programmed (UBE) which ushered in 9-3-4 system of education primarily targeted at using education as a tool for national unity in addition to enhancing the development of knowledge and skill acquisition for adaption into the world of work and the creation of work for the large society. Although, from the intention of Federal Ministry of Education, the policy implied that basic education should be made compulsory, the implementation was not enforced. The aim of the policy seems defeated and enforcement seem to be less effective than expected.

However, the emergence of entrepreneurs is considered favourably as key policy strategy in many developed nations, and entrepreneurship is given the center stage particularly on issues of graduate unemployment and economic development. Jahanshahi, Nawaser, Khaksar & Kamalian (2011) opined that it contributes to a nation's wealth by creating employment opportunities, opening new markets, driving industrialization, as well as increase in productivity leading to equitable distribution of income and higher standard of living for the populace. In the light of this statement, several entrepreneurship developments programmes such as National Directorate of Employment (NDE), National Poverty Eradication Program (NAPEP), and more recently Youth With Innovation (YOUWIN) and many others have been embarked upon in Nigeria over the years. Many of these initiatives failed probably due to poor implementation and the inability to appreciably reduce the rise of unemployment particularly among youths and graduates. Specifically, National Directorate of Employment (NDE) was created in 1986 and saddled with the responsibility of designing and implementing programmes to tackle mass unemployment in Nigeria through vocational skill training, employment counseling, job linkages as well as entrepreneurial training and enterprise creation. But the major demerit of the NDE was

the inability of the programme to provide post training resources for job creation as a consequence of lack of commitment by the government at various levels; leading to low survival rates of the businesses established.

Entrepreneurship education in polytechnics has attracted the attention of researchers and one main research focus is students' entrepreneurial intentions for an entrepreneurial career. According to Drik, Benson & Bruce (2013), this is consequent upon the fact that the students' entrepreneurial intentions provide ample evidence of the outcome of an entrepreneurship training programme and because intentions are good predictors of future behavior. This implies that intentions could provide a reliable lead to future entrepreneurial behavior and expression of actions. However, entrepreneurial implementation intention as theorized in this study suggests that intentions can be expressed through certain observable actions and behaviour responses to show commitment towards the achievement of entrepreneurial goals and aspirations.

The emergence of Office Application Packages (OAP) was as a result of the existence of ICT. OAP could not have been in force except for the era of ICT which has become a dominant force. Despite the growing awareness and huge potentials of entrepreneurship, only very few are embracing and exploiting its benefits. ICT has become key tools and has had a revolutionary effect on how we live and see the world. It is making dynamic changes in the society and provide both students and teachers with more opportunities in adapting learning and teaching to individuals need, thereby forcing schools to respond aptly to this technical innovation.

Rosen (2010) asserts that OAPs comprises Microsoft Word, Excel, Access, Publisher, PowerPoint, and Outlook which was created by the Microsoft Corporation. Each program in the package has a distinct function and works with the other applications in the package. Rosen (2010) argues that both the Windows and Macintosh operating systems are supported by the software suite, and that Microsoft Office is the most prevalent form of software used for office applications. Microsoft Office is a collection of desktop productivity tools made primarily for use in an office or commercial setting, introduced in 1990 by Microsoft Corporation. Microsoft Office is supported by the majority of Linux distributions, Windows, and is accessible in 35 different languages. Applications like Word, Excel, PowerPoint, Access, OneNote, Outlook, and Publisher make up the majority of it.

Office applications can also be referred to as office productivity software. Saran (2016) defines productivity software as any application software used to produce information (such as documents, presentations, worksheets, databases, charts, graphs, electronic music, digital video, and digital paintings) especially for individual office workers, from typists to secretaries, although its scope is now broader than that. Wheeler (2011) added that productivity software is any application people use to "produce" information. Virtually any program used to create or modify a document, image, audio or video clip is productivity software. Software suites or Office suites which have a combination of packages such as Word processing, Database management, Spreadsheet, Desktop Publisher, and PowerPoint programs are the core example of productivity software (Nwosu & Mbaezue, 2016). Vikas (2010) sees application packages in the following ways; (i) MS-Word application package is an application software that enables the PC to function like a sophisticated typewriter. This software allows you to type a letter or report, and change words or move blocks of text around with ease. Furthermore, word processing application package also count your words and even check spellings. (i) MS-Word 2007 and WordPad of Windows 2000 are the most popular word processing application package. (ii) MS-Access is a database application package that are useful for storing, sorting and retrieving large

amount of data. Invoices or orders, which maybe in large numbers, can be managed better by using a database application package. Database software allows you to add new information, search through previously stored data, and print records. An organization, for example, might require a database about its various products, suppliers, employees, and customers. Doctors, on the other hand, may need to maintain database about patients and their individual medical histories. Today, the most widely used database application package is MS-Access 2007. (iii) MS-Excel is a spreadsheet program which is meant for those who need to do lot of calculation or financial planning. A spreadsheet is made up of cells arranged in a grid. Each cell can contain a number, text or a formula. Sometimes, a spreadsheet application package may include charting tools that allow you to plot the values stored in rows or columns as a graph or chart. MS-Excel 2007 is so far most popular spreadsheet application package. (iv) MS-Publisher is a desktop publishing application package from Microsoft differing from MS-Word in that the emphasis is placed on page layout and design rather than text composition and proof reading. MS-Publisher provides precise layout and style text, pictures, borders, calendars, and more. Everything you add in MS-Publisher remains exactly as you have created it, whether it is printed, published online, or sent through email. Using MS-Publisher's extensive library of pre-designed templates, you can create anything from straightforward greeting cards and labels to sophisticated newsletters and marketing materials. Today, the most widely used desktop publishing application package is MS-Publisher 2007.

Entrepreneurial intentions are the primary determinants of today's entrepreneurship skills in an individual. However, experimental activities in terms of testing and prototyping, access to resources, coaching and experience sharing are key constructs that determine today's entrepreneurship development. As an entrepreneur, one needs to unpack each of these so that he or she can define what skills to be developed. Skill acquisition is the intended output of education and training efforts and it is an enabler for growth to an entrepreneur. The growth of the business and the establishment of a legacy are paramount. Development of skills enhances the capability of employees to improve the company's efficiencies in the employee's specific sphere of influence, and thus, ultimately improving the bottom-line revenue of the company. Employee individual capability development is fundamental to the success of the entrepreneurial business. Skill development and acquisition, therefore, can be defined as what we do to improve productivity in the workplace and the competitiveness of our businesses; and to improve the quality of the life of workers, their prospects of work and their mobility.

Abdullahi (2015) noted that Nigerian polytechnics are not just another set of institutions where technology, knowledge and skills are required for direct application in solving the societal problems. The success of any polytechnic curriculum depends on the way it is implemented in terms of teaching and learning. The aim of establishing Polytechnics in Nigeria is to produce professionals via courses leading to the awards of Certificates, National Diploma (ND) and Higher National Diploma (HND) in areas relevant to national needs, aspirations and the development of the nation's diverse economy and industries. It is equally expected that such training acquired from the Polytechnics must lead to the transformation of the country's economy and industrial development. This is in view of the consequence of increased graduate unemployment which has become a serious threat to the Nigerian economy with its attendant social vices, vis-a-vis; armed robbery, youth restiveness, prostitution, drug abuse and trafficking that have reached alarming rates. Undoubtedly, the training acquired from Polytechnics will help in job creation and the development of the Nigerian economy.

Statement of the Problem

In Nigeria today, the need of the society is the creation of more jobs, not just by government but graduates who are leaving school. Unfortunately, the training given to office technology and management (OTM) students while in school and which is expected to equip them adequately for the world of work and also enable them to become self-employed seem to be in greater part theoretically based (Egbule, Utebor & Enwemasor, 2017). Furthermore, Olaitan, Alaribe & Eze (2010) asserted that in their study, that there is a mismatch between the training given to students at school and the skills expected in the real business world.

In complementing the above view, Amiaya (2014) attributed this situation to poor background of OTM students and their lecturers in ICTs, poor or inadequate funding, policies that are not implemented as they ought to be, poor attitude of students and lecturers on ICTs and inadequate and non-functional ICT equipment. This explains why in some Polytechnics, ICT based courses with OTM course codes which require office styles of production and application such as database management system, desktop publishing, management information system, word processing and spreadsheets applications are being taught by computer science lecturers with no real office experience. These computer science teachers end up teaching the students aspects of computer science such as flow charts, programming, while ignoring the basic office applications thereby affecting negatively the students' ability to acquire the necessary ICT and office application skills for entrepreneurial venture. Umoru & Nnaji (2015) observed that teachers need to embrace ICT to become fluent in the use of digital technologies for teaching. They added that the aim of teaching and learning using ICT should focus less on paid jobs but more on self-reliance. Where this is not so, the student seems to be wasted and the years of schooling also wasted.

In the light of these problems, it is feared that OTM students may not possess substantial office application competencies necessary for the achievement of their entrepreneurial goals and aspirations. The statement of the problem here therefore, is to examine the extent to which office application packages (OAP) influences entrepreneurial intentions and skill acquisition of OTM students. Is the training of OTM students on the OAP enhancing the entrepreneurial intentions of the students, and to what extent do they develop real entrepreneurial skills that will enable them stand on their own to be self-employed, self-empowered and self-reliant after they have acquired the needed entrepreneurial skills from the learning of OAP? Therefore, this study is to see how the acquisition of these OAP skills can influence the entrepreneurial intentions of the OTM students in public polytechnics in Niger State, Nigeria. The relationship between these variables are the practical skills available to the students of OTM in public polytechnics, the possibility of building and developing the entrepreneurial intentions and possibly venturing into establishing their own enterprises is therefore investigated.

Purpose of the Study

The main purpose of the study is to examine the extent to which office application packages influence entrepreneurial intentions and skill acquisition of OTM students. Specifically, the study sought to:

1. examines the extent to which MS-Word (word processing) application package has influenced entrepreneurial intentions of OTM students in public polytechnics.
2. assess the extent to which MS-Word (word processing) application package has influenced skill acquisition of OTM students in public polytechnics.

Research Questions

The following research questions were raised to guide the study:

- 1 To what extent does MS-Word (word processing) application package influence entrepreneurial intentions of OTM students in public polytechnics?
- 2 To what extent does MS-Word (word processing) application package influence skill acquisition of OTM students in public polytechnics?

Research Hypotheses

The following null hypotheses were tested at 0.05 level of significance.

- H₀₁ There is no significant difference between the mean rating of respondents from Federal and State Polytechnic regarding the influence of MS-Word package on entrepreneurial intention of OTM students.
- H₀₂ There is no significant difference between the mean rating of respondents from Federal and State Polytechnic regarding the influence of MS-Word package on skill acquisition of OTM students.

Methodology

Descriptive survey research design was adopted for this study so as to obtain the opinion of students of OTM on the influence of OAP on the entrepreneurial intention and skill acquisition of OTM students. Descriptive survey research design is appropriate because it would help to describe the current practices regarding the subject matter. This research design is considered a reliable tool in educational research because it is one of the least expensive methods of carrying out research. This type of research design enables the researcher to get information from the respondents which can be used for both small and large sample populations. Tony-Okeme (2015) posits that descriptive research design is suitable for the collection of larger amounts of data from a sizeable population in an economical way based often on use of a questionnaire. Therefore, descriptive research design gives accurate picture of a phenomenon. The study population consists of all the 2018/2019 session of final year students (ND II and HND II) in the public polytechnics within Niger State offering OTM Courses. The study population size is 170 students. The entire population was considered for the study because they are manageable size. This also is in line with the view of Tony-Okeme (2015) who affirms that, it is ideal to study the entire population whenever it is not more than 250. Based on the size of the population, there was no sampling. A structured questionnaire tagged 'Influence of OAP on Entrepreneurial Intentions and Skill Acquisition by OTM Students Questionnaires' (IOAPEISAOTMSQ) was used as research instrument, which enhanced the identification of statistically significant results from the data analysis procedure (Zikmund, Babin, Carr & Griffin, 2010). The questionnaire was divided into two sections namely Section A and B. Section A covers respondents' demographic profile while Section B features questions on the independent variables on OAP, the dependent variable (entrepreneurial intention) and mediating variable (skill Acquisition). For Section B, Five Likert-Scale ranging from very high extent to undecided was adopted for questions 1 –8, viz; (Very High Extent = 5, High Extent = 4, Low Extent = 3, Very Low Extent = 2, and Undecided = 1). In an attempt to test the face validity of the research instrument, the measuring instrument and to ascertain content validity of the research instrument, three experts on the subject matter of this study in the department of Business and Entrepreneurship Education, were given the measurement tool in order to provide feedback on the effectiveness of each question in the measuring of the constructs. Informed decision was

made based on their feedbacks. In orders to determine the reliability of the instrument, the questionnaire was administered to 20 OTM students from Kwara State Polytechnic, Ilorin which was not part of the polytechnics under study.

In orders to determine the reliability of the instrument, the questionnaire was administered to 20 OTM students from Kwara State Polytechnic, Ilorin which was not part of the polytechnics under study. The data collected were analyzed and the internal consistency instrument s was determined using Cronbach's Alpha, which yielded a reliability coefficient of 0.97. The data were analyzed using mean and standard deviation to answer the research questions. Independent samples t-test was used to test the null hypotheses of the study at 0.05 level of significance. Independent t-test is considered appropriate because the hypotheses are comparing the mean of two groups. The null hypotheses were tested at 0.05 level of significance. The researcher used the real limit of numbers for the interpretation of the analyzed data for the research questions 1 – 2 as follows: Very High Extent (VHE) 4.50 – 5.00, High Extent (HE) 3.50 – 4.49, Low Extent (LE) 2.50 – 3.49, Very Low Extent (VLE) 1.50 – 2.49 and Undecided (U) 1.00 – 1.49. For the test of hypotheses one to two, results of no significant difference were not rejected when the observed probability value is greater than or equal to 0.05 level of significance. Where the calculated probability value (p-value) is less than 0.05 level of significance, the stated hypotheses were rejected.

Results

Research Question 1: To what extent does MS-Word application package influence entrepreneurial intentions of OTM students in public polytechnics?

Table 1: Mean Ratings and standard deviation of responses on the extent MS-Word application package influence entrepreneurial intentions of OTM students

S/N	Item Statements	\bar{X}	SD	Remark
	Knowledge on how to use WPAP can lead to better establishment of business center	4.54	0.65	Very High Extent
2.	Better understanding of business start-up is better achieved as a result of taking Ms-Word	4.58	0.57	Very High Extent
3.	Ability to build the entrepreneurial intention required to managing their own enterprise with good communication skills	4.29	0.58	High Extent

4.	Helps to develop entrepreneurial intention in the students because of the practical skills involved such as stenographical skill	4.34	0.61	High Extent
5.	The course raises the interest of students towards becoming entrepreneurs	4.60	0.56	Very High Extent
6.	OTM students can develop new ideas acquired from Ms-Word to improve existing business/products through team work	4.15	0.78	High Extent
Weighted average		4.42	0.63	High extent

Source: Field Survey, 2021

Analysis of data in Table 1 shows the mean and standard deviation of responses on the extent WPAP influence entrepreneurial intentions of OTM students. The Table reveals that the respondents indicated that knowledge on how to use WPAP can lead to better establishment of business center to a very high extent, same way better understanding of business start-up is better achieved to a very high extent as a result of taking Ms-Word. These were supported by mean scores of 4.54 and 4.58 respectively. The respondents also indicated that ability to build the entrepreneurial intention required to managing their own enterprise with good communication skills is to a high extent. Mean score of 4.29 supported this. In addition, the respondents indicated that WPAP helps to develop entrepreneurial intention in the students to a high extent because of the practical skills involved such as stenographical skill and the course raises the interest of students towards becoming entrepreneurs to a very high extent. These were supported by mean scores of 4.34 and 4.60. Also, the respondents indicated to a high extent that OTM students can develop new ideas acquired from Ms-Word to improve existing business/products through team work. A mean score of 4.15 supported this.

All the six item constructs have standard deviation ranges from 0.56 to 0.78. This means that the responses of the respondents are not wide spread as they are close to the mean. Table 4 has a grand calculated weighted average mean and standard deviation of 4.42 and 0.63 respectively. This implies that WPAP positively influenced entrepreneurial intentions of OTM students in public polytechnics to a high extent (mean = 4.42, SD = 0.63).

H₀₁ There is no significant difference between the mean rating of respondents from Federal and State Polytechnic regarding the influence of MS-Word package on entrepreneurial intention of OTM students.

Table 2: Summary of t-test of the difference between the perception of Federal and State Polytechnic students on the extent of influence of MS-Word application package on students’ entrepreneurial intentions

Group	N	Mean	SD	t-cal	Df	p-value	Decision
Federal Polytechnic	92	4.51	0.54	2.389	158	0.018	H ₀ 1 Rejected
State Polytechnic	68	4.29	0.58				

Source: Field survey, 2021

P<0.05

Analysis of data in Table 2 reveals that there are 92 OTM students from Federal polytechnic and 68 OTM students from State polytechnic. The federal and state polytechnic OTM students’ responses shows that WPAP has positive influence on students’ entrepreneurial intention to a high extent ($\bar{X} = 4.51$; $SD = 0.54$) and ($\bar{X} = 4.29$; $SD = 0.58$). Their responses are close to the mean, as the standard deviations are very low. The Table reveals that there was significant difference in the responses of Federal and State polytechnic OTM students regarding the extent of influence of WPAP on entrepreneurial intentions ($t_{158} = 2.389$, $P < 0.05$). Therefore, the null hypothesis was rejected. This implies that Federal polytechnic and State polytechnic OTM students differ in their responses regarding the extent of influence of WPAP on entrepreneurial intentions. Their responses showed that Federal polytechnic OTM students rated the extent of influence of WPAP on entrepreneurial intention higher than that of the State polytechnic OTM students did (mean difference = 0.22).

Research Question 2: To what extent does MS-Word application package influence skill acquisition of OTM students in public polytechnics?

Table 3: Mean Ratings and standard deviation of responses on the extent to which MS-Word application package influence skill acquisition of OTM students

S/N	Item Statements	\bar{X}	SD	Remark
1.	Skills acquired from Ms-Word have helped OTM students on how to produce text document	3.83	0.65	High Extent
2.	Skills acquired from Ms-Word have helped OTM students on how to save document	4.29	0.69	High Extent
3.	Skills acquired from Ms-Word have helped OTM students on how to retrieve saved document	4.08	0.66	High Extent

4.	Skills acquired from Ms-Word have helped OTM students on how to format document	4.11	0.74	High Extent
5.	Skills acquired from Ms-Word have helped OTM students on how to use CDs and Flash Drives	3.68	0.95	High Extent
6.	Skills acquired from Ms-Word have helped OTM students on how to browse the internet	3.58	0.77	High Extent
7.	Skills acquired from Ms-Word have helped OTM students on how to make online business transactions	3.84	0.78	High extent
Weighted average		3.92	0.75	High Extent

Source: Field Survey, 2021

Analysis of data in Table 3 shows the mean and standard deviation of responses on the extent to which WPAP influence Skill Acquisition of OTM students. The Table reveals that the respondents indicated that the ability to access and navigate the computer, produce text document, save and retrieve document and format document, influence skill acquisition of OTM students to a high extent. These were supported by mean scores of 3.83, 4.29, 4.08, and 4.11 respectively. Same way, the respondents indicated the ability to store and retrieve documents in and out of CDs and Flash Drives, store, retrieve, browse, download, and upload information from the internet and send documents via email, as well as the ability to make business transactions online influence skill acquisition of OTM students to a high extent. These were supported by mean scores of 3.68, 3.58 and 3.48 respectively.

All the seven-item constructs have standard deviation ranges from 0.65 to 0.95. This means that the responses of the respondents are not widespread as they are close to the mean. Table 8 has a grand calculated weighted average mean and standard deviation of 3.92 and 0.75 respectively. This implies that WPAP has a positive influence on the skill acquisition of OTM students in public polytechnics to a high extent (mean = 3.92, SD = 0.75).

H₀₂ There is no significant difference between the mean rating of respondents from Federal and State Polytechnic regarding the influence of MS-Word package on skill acquisition of OTM students.

Table 4: Summary of t-test of the difference between the perception of Federal and State Polytechnic students on the extent of influence of MS-Word application package on skill acquisition

Group	N	Mean	SD	t-cal	Df	p-value	Decision
Federal Polytechnic	92	3.87	0.45	0.851	158	0.396	H ₀₅ Not Rejected
State Polytechnic	68	3.81	0.50				

Source: Field survey, 2021

P>0.05

Analysis of data in Table 4 reveals that there are 92 OTM students from Federal polytechnic and 68 OTM students from State polytechnic. The Federal and State polytechnic OTM students' responses shows that WPAP has positive influence on OTM students' skill acquisition to a high extent ($\bar{X} = 4.07$; $SD = 0.47$) and ($\bar{X} = 3.98$; $SD = 0.54$). Their responses are close to the mean as the standard deviations are very low. The Table reveals that there was no significant difference in the responses of Federal and State polytechnic OTM students regarding the extent of influence of WPAP on skill acquisition ($t_{158} = 1.112$, $P > 0.05$). Therefore, the null hypothesis was not rejected. This implies that Federal polytechnic and State polytechnic OTM students did not differ in their responses regarding the extent of influence of WPAP on skill acquisition (mean difference = 0.09).

Discussion of Findings

The study was conducted to examine the influence of OAP on entrepreneurial intentions and skill acquisition of OTM students in public polytechnics. The discussion is based on 2 research questions and 2 null hypotheses.

The results of the analysis on Research Question One reveals that the respondents rated the extent to which WPAP positively influenced entrepreneurial intentions of OTM students in public polytechnics to a high extent. The finding corroborated that of Azih (2018) who found out that knowledge on how to use WPAP can lead to better establishment of business centres and better understanding of business start-ups as a result of taking the course. In the same vein, the findings were in line with Oduh and Ofodile (2017) which states that WPAP could help the recipient to acquire basic knowledge that are required for steering business affairs. Also, WPAP could help to pave way for efficient and influencing entrepreneurial intention of his recipient for profit maximization in the life of the business and to reduce unemployment by encouraging an enterprising atmosphere.

Hypothesis One was tested to examine the response of Federal and State polytechnic OTM students regarding the extent to which WPAP influence entrepreneurial intentions. Analysis of data in Table 1 reveals that there are 92 OTM students from federal polytechnic and 68 OTM students from state polytechnic. The Federal and State polytechnic OTM students' responses shows that WPAP have positive influence on students' entrepreneurial intention to a high extent. Their responses are close to the mean as the standard deviations are very low. The Table reveals that there was significant difference in the responses of Federal and State

polytechnic OTM students regarding the extent of influence of WPAP on entrepreneurial intentions ($t_{158} = 2.389, P < 0.05$). Therefore, the null hypothesis was rejected. This implies that Federal polytechnic and State polytechnic OTM students differ in their responses regarding the extent of influence of WPAP on entrepreneurial intentions. Their responses showed that Federal polytechnic OTM students rated the extent of influence of WPAP on entrepreneurial intention higher than that of the State polytechnic OTM students did (mean difference = 0.22).

This finding supports the report of Ezenwafor (2012) who found out that OTM lecturers in tertiary institutions were competent in WPAP and adequately utilize it in training students. Evidently, the lecturers effectively inculcated the package in their students so as to influence their entrepreneurial intentions. However, with the introduction of modern Information Communication and Technology courses like Microsoft access and micro soft excel into the curriculum of polytechnics in Nigeria has affected the demands of the modern graduates of business education (OTM option).

The findings on Research Question Five revealed that WPAP has positive influence on skill acquisition of OTM students in public polytechnics to high extent. This was supported by Khudair (2011) who noted that the use of the WPAP influence the skill acquisition in writing and keeping letters and reports, writing plans and plans of daily lessons; in addition to writing tests and storage and use when needed. WPAP also has an impact on learning how to alter words, phrases, and paragraphs using cutting-edge hardware. One of the key features of the word processor, which is a type of electric typewriter with storage and processing components, is that as the secretary types, the words are simultaneously displayed on the visual display unit (VDU); which enables the secretary to effect corrections like deleting or inserting words, sentences and paragraphs before printing the documents (Agomuo, 2015). WPAP also influence educational aids and certificates of appreciation, preparation of transparent slides, and in addition to writing guidance panels. Whereas administrators use word processor in writing letters, reports, and tables, designing models and records, as well as writing and designing advertisements for various school events. Administrators use the word processor to write student level reports, design and print cultural publications, and prepare tools and illustrations (Hassan, 2015).

Hypothesis Five sought to examine the significant difference in the responses of federal and state polytechnic OTM students regarding the extent of influence of WPAP on skill acquisition. Analysis of data in Table 2 revealed that there are 92 OTM students from Federal polytechnic and 68 OTM students from State polytechnic. The Federal and State polytechnic OTM students' responses shows that WPAP has positive influence on OTM students' skill acquisition to a high extent. Their responses are close to the mean as the standard deviations are very low. The table reveals that there was no significant difference in the responses of Federal and State polytechnic OTM students regarding the extent of influence of WPAP on skill acquisition ($t_{158} = 1.112, P > 0.05$). Therefore, the null hypothesis was not rejected. This implies that Federal polytechnic and State polytechnic OTM students did not differ in their responses regarding the extent of influence of word processing application package on skill acquisition (mean difference = 0.09).

Conclusion

Based on the findings of the study, it was concluded that office application packages are useful tools in the development of entrepreneurial intention, and have increasingly improved the quality of students' skills especially in OTM program. OTM students must match the acquisition of relevant skills with intellectual and academic prowess to enable them gain and maintain

competitive advantage. This implies that OTM lecturers must on their part strive to acquire the relevant office application packages and skills aimed at improving the quality of the graduates. A situation where OTM students graduate from school without adequate knowledge, skills, attitude and competencies needed for survival in a globalized and digitalized technologically driven economy, leaves much to be desired, as the negative effect of producing half-baked graduate on the economy is better imagined.

Recommendation

Based on the findings and conclusion of the study, the following recommendations are made:

1. The Management of Polytechnics should strengthen their partnership with industries for work-based training of their students, using MSWord application package. Provision of mentoring programmes in entrepreneurship for the OTM students will facilitate the students' entrepreneurial development and consequently their career readiness.
2. Periodic workshops, awareness campaigns, and regular retraining on MS-Word application package should be organized for OTM lecturers on how best to impart the 21st century skills required by OTM students to enhance their skill acquisition and effective work participation in the knowledge-driven economy.
- 3.

REFERENCES

- Abdullahi, A. (2015). *Polytechnic Education and Nation Building in Nigeria*. Retrieved from <http://Sunnewsonline.com>
- Agi, U. K. & Yellowe, N. A. (2013). Management Strategies for Regenerating Secondary Education for National Development and Self-Reliance. *Journal of Teacher Perspective*, 7(2), 1-12.
- Agumuo, D. (2015). Should Entrepreneurs Plan or Just Storm The Castle? A Meta-Analysis on Contextual Factors Impacting Business Planning Performance Relationship in Small Firms. *Journal of Small Business Venturing*, 2(5), 24-40.
- Amiaya, A. O. (2014). Integrating new technologies into office technology and management curriculum: Challenges and strategies. *Nigerian Journal of Business Education*, 1(3), 101-112.
- Asiyai, R.I. (2013). Challenges of Quality in Higher Education in Nigeria in the 21st Century. *International Journal of Educational Planning and Administration*, 3(2), 159-172.
- Azih, N. (2018). The impact of office technology and management curriculum on the New Business Education Teacher. *Nigerian Journal of Curriculum Studies*, 18(3), 76-84.
- Drik, D., Benson, H., & Bruce, M. (2013). The Roles of Learning Orientation and Passion for Work in the Formation of Entrepreneurial Intention. *International Small Business Journal*, 31(6), 652-67.

- Egbule, N. C., Utebor, J. N. & Enwemasor, B. C. (2017). Business Educators Rating of Entrepreneurial Measures for Making Business Education Graduates Self-employed in Delta state. *Nigerian Journal of Business Education*, 4(2), 205-212.
- Ezenwafor, E. O. (2012). Competencies needed by office technology and management graduates for self-employment in the era of information and communication technology. *A seminar paper presented to the Department of Business education, Ebonyi State University, Abakaliki.*
- Hassan, A. A (2015). Fostering the competence of science students in identifying business opportunities: A design approach. *International Journal of Entrepreneurial Venturing*, 5(1), 28–47.
- Jahanshahi, A. A., Nawaser, K., Khaksar, S. M., & Kamalian, A. R. (2011). The Relationship between Government Policy and the Growth of Entrepreneurship in the Micro, Small and Medium Enterprises of India. *Journal of Technology Management and Innovation*, 6(1), 66-76.
- Khudair, G. (2016). How does Education Influence Entrepreneurship Orientation? Case study of Croatia, *Management: Journal of Contemporary Management Issues*, 16(1), 115-128.
- Nwosu, B. O. & Mbaezue, A. N. (2016). PowerPoint Competencies required by Office Technology and Management Lecturers in South-east Geopolitical Zone of Nigeria for efficient adaptation to emerging methodologies. *Nigerian Journal of Business Education*, 3(1), 205-215.
- Oduh, B. E. & Ofodile, N.M. (2017). Re-engineering the business education curriculum for the new teacher effectiveness in Nigeria. *Journal of Curriculum Studies*. 16(3), 42-47.
- Olaitan, S. O., Alaribe, M. O. & Eze, S. O. (2010). Competency improvement needs of the teachers in school farm management for teaching students practical in crop production in secondary school in Abia state. *Nigeria Vocational Association Journal*, 15(1), 335-341.
- Rosen, D. (2010). *Open-source software is not always freeware*. [Blog post]. Retrieved from <http://blog.wolfire.com/2010/05/Open-source-software-is-not-alwaysfreeware> on 23rd May, 2018.
- Saran, C. (2016). *Is Microsoft Office 2016 reliable enough for business?* Retrieved from <http://www.computerweekly.com/news/4500253928/Is-Microsoft-Office-2016-reliable-enough-for-business> on 23rd May, 2018.
- Tony-Okeme, A. F. (2015). Roles of Information and communication technology resources on teaching office technology and management in Polytechnics in North-central geopolitical Zone, Nigeria. Unpublished Master Thesis. Ahmadu Bello University, Zaria.
- Twumasi, I. K. (2013). The Challenges of Youth Unemployment to the Church in Ghana: Response of the Methodist Church Kumasi Circuit and Church of God Patasi District. A Thesis submitted to the Department of Religious Studies in Partial Fulfillment of the

Requirements for the Award of Degree of Master of Philosophy, College of Arts and Social Sciences, School of Graduate Studies, Faculty of Social Sciences, Kwame Nkrumah University of Science and Technology, Kumasi (Unpublished).

Umoru, T. A. & Nnaji, F. O. (2015). Utilizing new technologies in the preparation of business education students for self-reliance. *ABEN Conference Proceedings*, 2(1), 191-200.

Vikas, G. (2010). *Secret Guide to Computers*. EPP Books Services, Accra – Ghana
www.eppbookservices.com

Wheeler, D. (2011). *How to evaluate open source software/free software (OSS/FS) programs*. Retrieved from http://www.dwheeler.com/oss_fs_eval.html on 23rd May, 2018.

Zikmund, W.G., Babin, B. J., Carr, J. C. & Griffin, M. (2010). *Business Research Methods* 8th Ed. Mason, OH South-Western Cengage Learning.